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NEW JERSEY

STATE NORMAL SCHOOL.

*No Impression*

THE INDUCTION

OF

PROFESSOR JOHN S. HART

AS

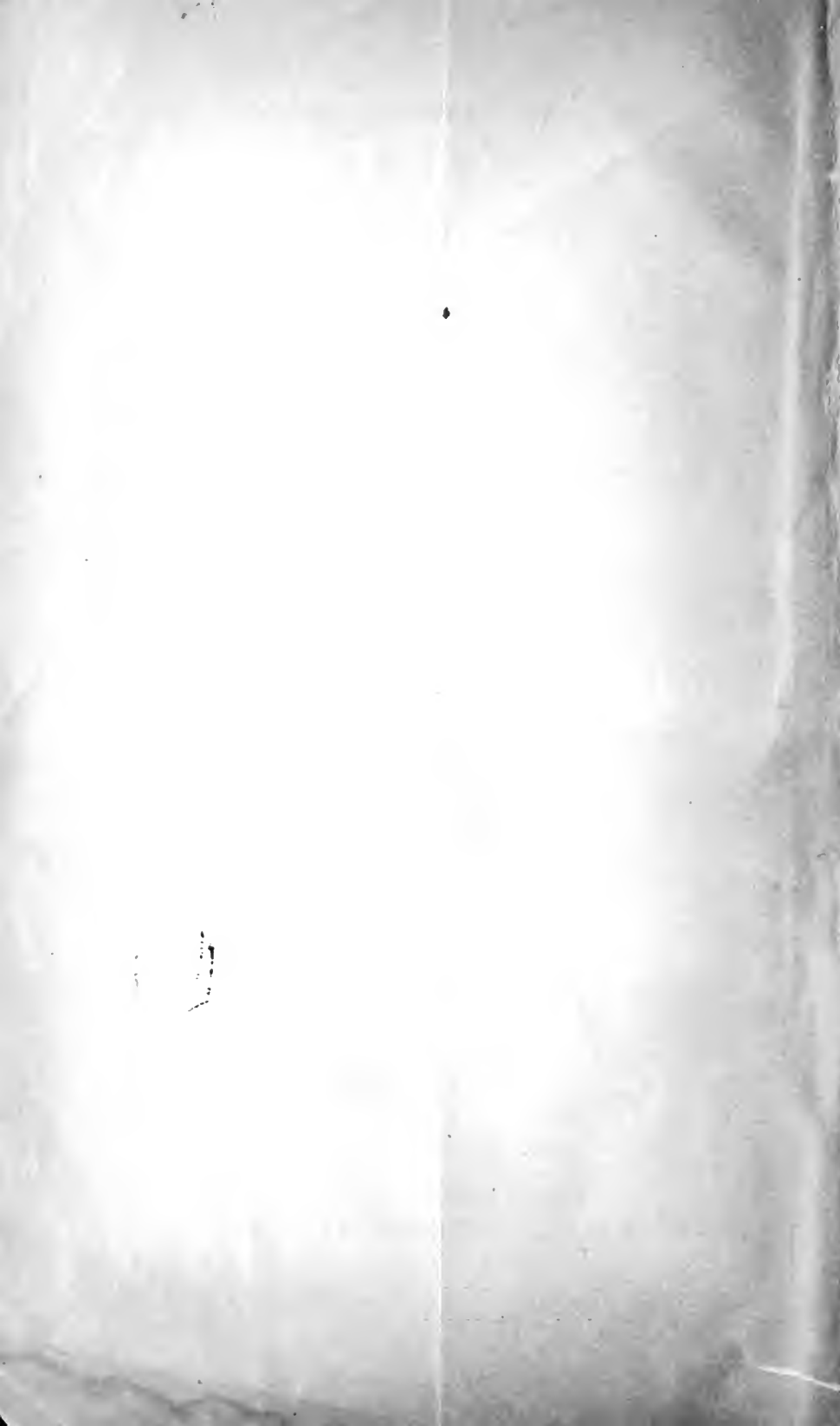
PRINCIPAL OF THE MODEL SCHOOL.

AUGUST 26, 1862.

TRENTON, N. J.:

PRINTED AT THE "TRUE AMERICAN" OFFICE.

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## PROCEEDINGS.

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THE ceremony of inducting Prof. JOHN S. HART into office, as Principal of the Model School of the New Jersey State Normal School, took place in the spacious Hall of the Model School building, on Tuesday afternoon, August 26, 1862.

A large audience, composed of the teachers, pupils, and friends of the School, was present. Among the distinguished gentlemen upon the platform, were Hon. RICHARD S. FIELD, Esq., of Princeton, WILLIAM A. WHITEHEAD, Esq., of Newark, PETER I. CLARK, Esq., of Flemington, and F. W. RICORD, Esq., members of the Board of Trustees; also, Rev. JOHN MACLEAN, D. D., President of the College of New Jersey, Rt. Rev. W. H. ODENHEIMER, D. D., Bishop of the Diocese of New Jersey, Prof. GUYOT, of Princeton, Prof. W. H. GREEN, D. D., of the Theological Seminary at Princeton, Prof. M. W. JACOBUS, of the Theological Seminary at Allegheny, Rev. Dr. WILEY, Principal of the Pennington Seminary, Rev. Dr. NASSAU and Rev. Mr. HAMMILL of Lawrenceville, and Rev. Mr. JANEWAY, of Flemington.

Prof. WILLIAM F. PHELPS, of the Normal School, presided, and introduced the exercises with remarks explanatory of the occasion.

After the reading of a portion of Scripture by the Rev. Mr. JANEWAY, President MACLEAN made the opening prayer.

Mr. FIELD then, as President of the Board of Trustees, made an Address, summing up the results which have already accrued to the people of the State from the establishment of the Institution, explaining the objects of the Trustees in the present reorganization of the Model Department, and then formally invested Prof. HART with the powers of his office, as Principal of the Model School.

Next in order, came the Inaugural Address of Prof. HART, in which he set forth at considerable length the principles by which he would be guided, and the objects which he would aim to secure, in the management of the school.

The Inaugural was followed by an Address from Bishop ODENHEIMER, showing the necessity and value of such Institutions.

The exercises were enlivened throughout with appropriate music by the pupils and by a select choir, under the leadership of Mr. JOSEPH RONEY, and were closed with prayer by the Rev. Dr. WILEY.

## PROF. PHELPS'S ADDRESS.

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LADIES AND GENTLEMEN :—We have assembled here on the present occasion not to witness a mere ceremony, but rather to celebrate an event which, as we trust, will prove to be an onward and upward step in the progress of popular education in New Jersey.

We believe that the advancement of the human race is secured only on the basis of a higher culture more widely diffused, and hence that every substantial improvement in our great representative institutions designed for the instruction of the masses of the people is a conquest by the power of enlightenment over the dark domain of ignorance,—a victory in the interest of humanity and a higher civilization. Therefore do we meet here to-day to give impressiveness to an event like this.

The State Normal School was established by an act of the Legislature, in February, 1855, for the sole purpose of elevating the standard of education by the thorough and careful special training of teachers for the schools of the people. The Model School is one of the means devised to secure this important result. Humble and unpretending in its origin, it proposed at first simply to exemplify and illustrate the most approved methods of primary instruction, and to afford the opportunity for observation and practice to those who, from time to time,



should come up hither to be qualified for the teacher's responsible office.

From a small primary department in the Parent Institution, it has expanded to a graded school, in which not only are the elements taught with precision and thoroughness, but in which also a knowledge of the higher branches of an English, Mathematical and Classical education, as well as of the Modern Languages, is successfully imparted. The offspring of the Normal School, it has grown with its growth and strengthened with its strength until, as we hope, it has become a power in the State.

Encouraged by the favor of an intelligent and liberal community, the Board of Trustees feel that the time has now come to take another forward step in the development of its resources. They desire to enlarge its scope as an element of the Normal School system, by such a reorganization as shall secure ample illustrations of the most approved methods in every grade of instruction, from the Primary to the High school. They are anxious more closely to identify it with the interests of all classes of our institutions of learning, by providing parallel courses of study, and developing therein the best models of teaching known to the profession.

To this end they have been so fortunate as to secure the active aid of a gentleman of national reputation, who is perfectly familiar with all the details pertaining to the higher courses of instruction, and whose heart is devoted to the noble work to which he is called. It is to induct

this gentleman, JOHN S. HART, LL. D., late of the Central High School of Philadelphia, into office, as Principal of the Model School, that we have come together on this occasion.

May we not expect that this auspicious event will rebound to the still higher usefulness of this noble institution? And will not every true friend of humanity join me in the fervent hope that the Normal School and the great cause to which it is devoted may soon be enshrined in the heart's best affections of every citizen of New Jersey?

## MR. FIELD'S ADDRESS.

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The occasion upon which we have assembled is one of much interest. It constitutes a new era in the history of the New Jersey State Normal School. We are about to take another step in advance. This institution, I may be allowed to say, has already attained a high reputation among similar institutions in our land, and has been thought to hold out no mean advantages to those who resort to it for instruction. We indulge the hope, that what we are about to do to-day will have the effect of raising that reputation higher, and making those advantages greater.

The Legislature which first called into existence the Normal School, did more by that single act, for the promotion of popular education in New Jersey, than had been accomplished by the combined efforts of all who went before them. We had been legislating upon the subject of common schools more than twenty years. Statute had been piled upon statute. Measures had been taken for their organization—laws had been passed for their government—and provision had been made for their support. And yet, little or no progress had been made. Our schools were still in a languishing condition. The people were losing their interest in them; and the painful conviction was forcing itself upon the minds of many that our noble school fund, the accumulation of so many

years, had failed to produce the rich fruits that were expected from it. It is now very manifest what was the cause of this failure. We had neglected the one thing needful in the matter of education. We had made no provision for a supply of competent teachers. Not doing this, we had really done nothing. It was to cure this fatal defect, to repair this capital error, that the Legislature of 1855, with a liberality that did them infinite credit, passed the act for the establishment of a Normal School. This act has now been in operation for a period of seven years; and if you ask me what have been its results, my answer is, look around you! Here, in the Capital of the State, have sprung up two noble edifices, consecrated to the work of education. Sightly, spacious, and well arranged, they are admirably adapted to the purposes for which they were designed. Regarded as among the best specimens of school architecture in our country, they are looked to as models for similar erections in other States. Structures, upon a less extended scale, but combining many of their valuable features, now adorn our principal towns, are scattered among our villages, and are beginning to penetrate our rural districts. In various ways, an impulse has been given to the cause of common schools in New Jersey which was never felt before. They are attracting to themselves a large share of public interest and attention. They have already become one of the great institutions of the State. The standard of instruction has been raised in them,—new and approved methods of teaching adopted,—new and useful branches of study

introduced. The profession of a teacher has been rescued from the neglect, not to say contempt, into which it had fallen, and has come to be universally regarded as one of the most honorable, as it is one of the most useful, of professions. The Normal School has become a centre of influence, a point of attraction, a rallying ground, for teachers and friends of education throughout the State. The closing days of its terms, like the commencements of our Colleges, are becoming gala days in New Jersey. These ample halls are thronged by the multitudes who come up here to be present at its interesting exercises. But above all, there issues yearly, from this as from a fountain, a stream of educated teachers, to fill and to fertilize the common schools of our State. These are some of the results already accomplished by the Normal School.

It has been the earnest effort of those to whom have been committed the interests of this institution, to make it, in the language of the act by which it was created, "worthy of the State of New Jersey;" worthy of the continued patronage of the Legislature; and to enable it to fulfill, to the utmost possible extent, the great and beneficent purpose for which it was intended. They had the good fortune, at an early day, to secure the services of one\* who, in the capacity of Principal, has proved himself peculiarly fitted for the task assigned him,—that of organizing and building up a great training school; of one, who has already done enough to identify himself with the cause of Normal School education in the United States.

\*Prof. WM. F. PHELPS.

In conformity with the wishes of the Trustees, and in accordance with his own large and comprehensive views, he has, from the beginning, proposed to himself a very elevated standard. It has been his ambition, as it has been theirs, to make this institution the first in the land, and thus to secure for the common schools of New Jersey the very best teachers that this country can produce. That this high standard has been reached, or that we have made any very near approach to it, it would be presumptuous to affirm. But this, I think, may be truly said, that we have constantly strived to keep our eye upon it, and have been continually making some advances towards it.

And now, at the opening of another term, it is with great satisfaction that the Trustees are able to announce that arrangements have been made which they cannot but hope will conduce no little to advance the reputation and usefulness of this institution. They have selected as Principal of the Model School, Professor JOHN S. HART, whose induction into office is the object for which we are here assembled. Undoubtedly the chief purpose of the Normal School is the education and training of teachers for our common schools. To this end everything else is to be subordinate. But, as one of the means for the attainment of that end, the Trustees were authorized to establish a Model School, "under a Permanent Teacher," in which the pupils of the Normal School might have an opportunity of practicing those methods of instruction and discipline which are inculcated in the Normal School.

This was an eminently just and wise provision. For education is not merely a science to be studied, but it is also an art to be practiced. It is one thing to know how it ought to be done; it is quite another thing to do it. It is a practical business, and requires for its successful execution not only talent, but tact. It is very possible for one to be perfectly familiar with the principles upon which education ought to be conducted, and yet to fail utterly when he comes to apply those principles to the actual instruction, government, and discipline of a school. Hence, the first purpose of the Model School is, that it may be a school of practice, in which the pupils of the Normal School may acquire the art, at the same time that they are learning the theory of teaching. But there is another, and a most valuable purpose which the Model School is designed to answer. It is, that it may be a pattern school for imitation by other schools throughout the State. It is, that it may be a living example and embodiment of what a good school really is.

PROFESSOR HART:—It is, I have no hesitation in saying, more especially with a view of making our Model School such a school as this, that we have selected you to preside over it. Your high reputation as a teacher,—the long and varied experience you have had in the business of teaching,—and the distinguished success which has heretofore crowned your labors in this department—all point you out as one to whom we may safely confide the task of making this school, in the highest and best sense of the term, a Model School. And by such a school

I mean, not merely one in which instruction is given in those branches of knowledge which are usually taught in our common schools. I mean more, much more, than this. I mean a school far, very far, advanced beyond what it is possible for our common schools now to be, but to the level of which, it may be hoped, they are destined one day to aspire. In short, I mean a school in which may be obtained what Milton calls, "a complete and generous education, that which fits a man to perform justly, skillfully, and magnanimously all the offices, both private and public, of peace and war." And it is, sir, in the hope, and with the expectation, of making our Model School such a school as this, that I now, in the name and on behalf of the Trustees of the State Normal School, invest you with all the authority requisite for its direction and government.



## PROF. HART'S ADDRESS.

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GENTLEMEN OF THE BOARD OF TRUSTEES; LADIES AND GENTLEMEN:—Allow me to thank you most sincerely and truly for the very kind manner in which you have welcomed my return to the State of New Jersey. I can never forget that it was on Jersey soil I laid the foundation of whatever professional reputation I may have achieved.

I desire to thank you, also, for that liberal confidence which has been so generously accorded in advance to all the plans proposed, and the efforts about to be put forth among you. Such confidence is in itself a large element of success. In fact, without public confidence, bestowed sooner or later, no important scheme for the public advantage can succeed. It is an essential condition of republican institutions, that plans for the promotion of the public weal should have popular co-operation, which can be had only by first gaining public confidence. One of the greatest difficulties usually encountered by those who would fain do the State a service, is that the necessary confidence is so long withheld, and so grudgingly given. I cannot but feel, therefore, that I have been placed under special obligation by the manner in which the citizens of this community, as well as the authorities of the Institution, and of other venerable institutions of the

Commonwealth, have signified their acquiescence in the important trust with which you have this day invested me. Nor can I forget that a generous trust has its necessary correlative in large expectations. It is, I assure you, a source of painful anxiety to know how much is expected of this institution. Every anticipation of good only increases this solicitude. No one, so well as he who has had large experience of such institutions, knows how manifold are the difficulties to be encountered, how multiplied are the chances of failure. Let me, however, say this. I have entered upon the work before me in no light, inconsiderate, or half-hearted spirit. Whatever of earnest manhood I may possess, whatever of professional skill, whatever of scholarship, whatever of administrative talent, or of personal influence, whatever of aptitude for teaching, governing, or disciplining the young,—with devout prayer to God for guidance,—I here dedicate to the service of the New Jersey State Normal School.

You will not expect, of course, on this occasion, any detailed exposition of the plans and methods of the school. Such an exposition would necessarily be wearisome, as it would be premature. A brief statement of some of the aims of the institution, and of the principles by which we shall be guided in prosecuting them, is all that would seem to be consistent with a sound discretion.

1. "Unless the Lord build the house, they labor in vain that build it." I have no professional conviction more fixed and abiding than this, that no persons more need the direct, special, continual guidance of the Holy Spirit

than those who undertake to mould and discipline the youthful mind. No preparation for this office is complete which does not include devout prayer for that wisdom which cometh from above. If any one possession, more than another, is the direct gift of the Almighty, it would seem to be that of knowledge. The teacher, therefore, of all men, is called upon to look upwards to a source that is higher than himself. He needs light in his own mind; he should not count it misspent labor to ask for light to be given to the minds of his scholars. There is a Teacher infinitely wiser and more skillful than any human teacher. The instructor must be strangely blind to the resources of his profession, who fails to resort habitually to that great, plenary, unbounded source of light and knowledge. While, therefore, we shall aim in this school to profit by all subsidiary and subordinate methods and improvements in the art of teaching, we shall still first of all seek the aid of our Heavenly Father; we shall evermore ask wisdom of Him who "giveth liberally and upbraideth not;" and I trust that the more formal supplications with which the daily sessions of the school are to be opened, will be only an index of unceasing private prayer, by teachers and pupils, for the same divine blessing. This, then, is the first principle that will govern us in the work here assigned us. The fear of God is the beginning of knowledge. We who are teachers will endeavor to show that we ourselves fear God, and we will inculcate the fear of Him as the first and highest duty of our scholars; and in every plan and effort to guide the

young minds committed to us, we will ourselves look for guidance to the only unerring source of light.

2. In proportion to the implicitness with which we rely upon divine aid, should be the diligence with which we use all the human means within our reach. It will, therefore, in the second place, be the aim of the teachers of the Model School to acquaint themselves diligently with the most approved methods of teaching. No teachers will be retained who do not keep themselves well posted in the literature of their profession, and who are not found continually aiming at self-improvement. In whatever school of whatever country, any branch is taught by better methods than those practiced here, it should be the duty of a teacher in the Model School to search it out, and to profit by the discovery. So far as we fail to do this, we fail to be a MODEL SCHOOL; and the name, which should be our glory, becomes a biting satire, a source of scorn and contempt. Improvement comes by comparison. The man, or the institution, that fails to profit by the experience of others, is surely not wise. I shall hold it to be the duty of every teacher of the Model School to be habitually conversant with the educational journals of the day, and with the standard works on the theory of teaching, and to lose no opportunity for personal observation of the methods of others. I have often noticed, with equal pain and commiseration, that young teachers, after having once finished their preliminary studies and obtained a situation, are thereupon apparently quite content, making no further effort at improvement, but set-

ting down for life in an inglorious mediocrity. The best teachers in the Model School are expected to be better teachers next year than they are now,—with ample stores of knowledge, and a happier faculty for communicating it. This, then, is our second aim in this school. We shall aim to have teachers thoroughly posted in regard to the theory and the methods of teaching, prepared to ride upon the advance wave of every real improvement in the art.

3. I should, however, fail entirely to convey my meaning, were I to lead you to suppose that we expect to accomplish our ends mainly by fine spun theories. I have no faith in any theory of education, which does not include, as one of its leading elements, *hard work*. The teachers of this school expect to work hard, and we expect the scholars to work hard. We have no royal road to learning. Any knowledge, the acquisition of which costs nothing, is usually worth nothing. The mind, equally with the body,\* grows by labor. If some stuffing process could be invented, by which knowledge could be forced into a mind perfectly passive, the knowledge so acquired would be worthless to its possessor, and would soon pass away, leaving the mind as blank as it was before. Knowledge, to be of any value, must be assimilated, as bodily food is. Teaching is essentially a co-operative act. The mind of the teacher and the mind of the scholar must both act, and must act together, in intellectual co-operation and sympathy, if there is to be any true mental growth. Teaching is not merely hearing

lessons. It is not mere talking. It is something more than mere telling. It is causing a child to know. It is awakening attention, and then satisfying it. It is an out-and-out live process. The moment the mind of the teacher or the mind of the scholar flags, real teaching ceases. This, then, is my third aim. I shall aim in this school to accomplish results, not by fanciful theories, but by *bona fide* hard work,—by keeping teachers and scholars, while at their studies, wide awake and full of life; not by exhausting drudgery, nor by fitful, irregular, spasmodic exertions, but by steady, persevering, animated, straight forward work.

4. A fourth aim which I shall have steadily before me, will be to make *thorough* work of whatever acquisition we attempt. A little knowledge well learned and truly digested, made a part of the pupil's own intellectual stores, is worth more to him than any amount of facts loosely and indiscriminately brought together. In intellectual, as in other tillage, the true secret of thrift is to plough deep, not to skim over a large surface. The prevailing tendency at this time, in systems of education, is unduly to multiply studies. So many new sciences are being brought within the pale of popular knowledge, that it is no longer possible, in a school like this, to embrace within its course of study all the subjects which it is practicable and desirable for people generally to know. Through the whole encyclopædia of arts and sciences, there is hardly one which has not its advocates, and which has not strong claims to recognition. The teacher is simply

infatuated who attempts to embrace them all in his curriculum. He thereby puts himself under an absolute necessity of being superficial, and he generates in his scholars pretension and conceit. Old James Ross, the grammarian, famous as a teacher in Philadelphia more than half a century ago, had on his sign simply these words, "Greek and Latin taught here." Assuredly I would not advocate quite so rigid an exclusion as that, nor if limited to only two studies, would it be those. But I have often thought Mr. Ross's advertisement suggestive. Better even that extreme than the encyclopædic system which figures so largely on some circulars. Mr. Ross indeed taught nothing but Latin and Greek. But he taught these languages better probably than they have ever been taught on this continent; and any two branches thoroughly mastered are of more service to the pupil than twenty branches known imperfectly and superficially. A limited field, then, and thorough work. This shall be our fourth aim.

5. As a fifth aim, I shall endeavor, in the selection of subjects of study, not to allow the common English branches, as they are called, to be shoved aside. I make this declaration the more explicitly, because it is generally understood that we propose to push forward classical studies into considerable prominence. Latin and Greek will be taught by the Principal exclusively. That being his special department will naturally receive an ample share of fostering attention. Be it understood, however, that no one appreciates more highly than I do the importance of the common English branches. To

read well, to write a good hand, to be expert in arithmetic, to have such a knowledge of geography and history as to read intelligently what is going on in the world, to have such a knowledge of one's own language as to use it correctly and purely in speaking and composition, —these are attainments to be postponed to no others. These are points of primary importance, to be aimed at by every one, whatever else he may omit.

6. I shall, in the sixth place, aim as speedily as possible to mark the successive parts of the course of study by well defined limits. There will be successive stages of progress, and these stages will be made as clear and precise as it is possible to make them; and no pupil will be allowed to go forward until the ground behind is thoroughly mastered. At the same time, these stages in study will be kept all the while before the minds of the pupils as goals to be aimed at. There will be, for this purpose, at briefly recurring intervals, examinations for promotion. While no pupil will be permitted to go forward, except as the result of a rigorous examination, the idea of an advance will, if possible, never be allowed to be absent from his thoughts. That scholar will be counted worthy of highest honor, not who stands highest in a particular room, but who by successful examinations can pass most rapidly from room to room. That teacher will be considered most successful, not who retains most pupils, but who in a given time pushes most pupils forward into a higher room. We want no scholar to stand still



for a single week. Motion, progress, definite achievement, must be the order of the day.

7. I shall aim, in the seventh place, to cultivate in every pupil a habit of attention and observation. Youth is the time when the senses should be most assiduously trained. The young should be taught to see for themselves, to ascertain the qualities of objects by the use of their own eyes and hands, to notice whether a thing is distant and how far distant it is, whether it is heavy and how heavy, whether it has color and what color, whether it has form and what form. They should learn to study real things by actually noticing them with their own senses, and then learning to apply the right words to the knowledge so acquired. We have already a signal example of this mode of teaching in our lowest class, where lessons on objects are given with such admirable effect. What we shall aim at will be to apply this habit of observation in all the higher branches of study, so that in every stage of progress the scholar shall know, not merely the names of things, but the things themselves. In other words, we would cultivate real, as well as verbal knowledge, and aim to awaken in every pupil an active, inquiring, observant state of mind.

The theme is tempting, and there are other points on which I would gladly crave a hearing. But I have another duty to perform, and must therefore bring this part of my address to a close. It would be unpardonable, if, on an occasion like this, I had not something to say directly to those who are to be the immediate objects

of my care. The indulgence of my other hearers, therefore, is respectfully solicited, while I say a few words to my future scholars.

TO THE PUPILS:—

*My Young Friends*,—You are about to enter upon a new period of study. The occasion is one eminently suited for serious reflection. At the close of a school career it is difficult not to reflect. Thoughts upon one's course will, at such a time, force themselves upon us. But then it is too late. The good we might have achieved, is beyond our grasp, and its contemplation is profitable only as a legitimate topic of contrition. How much wiser and more profitable to anticipate the serious judgment which sooner or later we must pass upon our actions, and so to shape our conduct in advance, that the retrospect, when it comes, may be a source of joy and congratulation, rather than of shame and repentance. How much wiser to direct our bark to some definite and well selected channel, than to float at random along the current of events, the sport of every idle wave. Men are divided into two classes,—those who control their own destiny, doing what they mean to do, living according to a plan which they prefer and prepare, and those who are controlled by circumstances, who have a vague purpose of doing something or being somebody in the world, but leave the means to chance. The season of youth generally determines to which of these classes you will ultimately belong. It is here, at school, that you

decide whether, when you come to man's estate, you will be governing men and women, or whether you will be mere aimless drivellers. Those who at the beginning of a course in school, or at the beginning of a term, make to themselves a distinct aim, towards which day after day they work their course, undiscouraged by defeat, unseduced by ease or the temptation of a temporary pleasure, not only win the immediate objects of pursuit, but gain for themselves those habits of aiming, of perseverance, of self-control, which will make them hereafter controlling and governing men. Those, on the contrary, who enter upon an academic career with an indefinite purpose of studying after a fashion, whenever it is not too hot, or too cold, or the lessons are not too hard, or there is nothing special going on to distract the attention, or who are content to swim along lazily with the multitude, trusting to the good nature of the teacher, to an occasional deception, or to the general chapter of accidents, for escape from censure, and for such an amount of proficiency as on the whole will pass muster with friends or the public,—depend upon it, such youths are doomed, inevitably doomed, all their days, to be nobodies, or worse.

Let us, then, my young friends, as preliminary to entering upon the duties of another term, call to mind some of those things, which, as intelligent and responsible persons, you should deliberately aim to follow or to avoid while in this school. In the counsels which I am going to give you, I shall make no attempt to say what is new

or striking. My aim will be rather to recal to your memory some few of those familiar maxims, which have been, I dare say, often inculcated, both here and elsewhere.

1. First of all, remember that men always, by a necessary law, fall below the point at which they aim. You well understand that if a projectile be hurled in the direct line of any elevated object, the force of gravity will cause the projectile to deflect from the line of direction, and this deflection and curvature will be great in proportion to the distance of the object to be reached. Hence, in gunnery, the skillful marksman invariably takes aim above the point which he expects to hit. At certain distances, he will aim  $45^{\circ}$  above the horizon at what is really but  $30^{\circ}$  above it. So, in moral subjects, there is unfortunately a native and universal tendency downwards, which deflects us out of the line in which good resolutions would propel us. You aim to be distinguished, and you turn out only meritorious. You aim to be meritorious, and you fall into the multitude. You are content with being of the multitude, and you fall out of your class entirely. So also, as in physical projectiles, the extent of your departure from the right line is measured by the distance of the objects at which you aim. You resolve to avoid absolutely and entirely certain practices for a day or a week, and you can perhaps keep very close to the mark. But who can hold himself up to an exact fulfillment of his intentions for a whole term? I do not wish to discourage you. The drift of my argu-

ment is, not that you should make no aim, but that you should fix your aim *high*, and that you should then keep yourselves up to your good resolutions, as closely as you possibly can.

2. In the next place, remember that no excellence is ever attained without *self-denial*. Wisdom's ways are indeed ways of pleasantness. The satisfaction of having done well and nobly is of a certain ravishing kind, far surpassing other enjoyments. But to obtain this high and satisfying pleasure, many minor and incompatible pleasures must be foregone. You cannot have the pleasure of being a first rate scholar, and at the same time have your full swing of fun. I am not opposed to fun. I like it myself. No one enjoys it more. Nor do I think the exercise and enjoyment of it incompatible with the highest scholastic excellence. But there is a place for all things, and school is not the place for fun. If you enjoy in moderation out of school the relaxation and refreshment which jokes, wit, and pleasantry give, you will be all the more likely to grapple successfully with the serious employments which await you here. Still do not forget that your employments here are serious. Study is a sober business. If you would acquire really useful knowledge, you must be willing to work. You must make up your minds to say "no" to the thousand opportunities and temptations to frivolous behaviour that will beset you in school. You must not be content with being studious and orderly merely when the eye of authority is upon you. This is to be simply eye-servants and

hypocrites. To have a little pleasantry in the school room, to perpetrate or to join in some witty practical joke, may seem to you comparatively harmless. So it would be but for its expense. You buy it at the cost of benefits which no money can measure, and no future time can replace. There are seasons of the year when the farmer may indulge in relaxation,—may go abroad on excursions of pleasure, or may saunter away the time in comparative idleness at home. But in the few precious weeks of seedtime, every day, every hour is of moment. This is your seedtime. Every hour of school time that you waste in trifling is an injury and a loss to your future. Remember, then, that you cannot reach high excellence in school, or that pure and noble enjoyment, which is its exceeding great reward, without self-denial. Resolve, then, here, and now, steadfastly, immovably, to say “no” to everything in school, no matter how innocent in itself, which shall interfere with the progress of study for a single moment. If you make such a fixed resolution, and live up to it, you will soon be surprised to find how easy and pleasant the discipline of school has become.

3. Among the mischievous fallacies of young persons at school, I know none that work more to their own disadvantage than the opinion that a particular teacher is prejudiced against them. Against this feeling it seems impossible to reason. When once scholars have it fairly in their heads that a certain teacher is partial, in whatever relates to their standing, I have been almost forced

to the conclusion that it is best not to attempt reasoning with them. Under such feelings, indeed, by a singular freak of human nature, scholars are often driven to do, in sheer bravado or defiance, the very things which they imagine to be unjustly imputed to them. Allow me, my young friends, to ask you candidly and in all seriousness to turn this matter over in your own minds. What adequate motive can you imagine for a teacher's marking you otherwise than impartially? Every teacher has an interest in having as many high marks and as few demerits under his signature as possible. It is not to his credit that he should be unable to maintain order without blackening his roll with bad marks. A class roll filled with 0's is not the kind of evidence a teacher covets as to his skill in teaching. Notice the intercourse between the teachers and those scholars who are admitted on all hands to be strictly and conscientiously correct in their behaviour. See what a pleasure it affords the instructor to have to deal with such pupils. See what a satisfaction the teacher experiences when, at the close of the day, there is not a demerit mark on his book. Judge, then, whether it is not likely to be a self-denial and a cross to him, when a sense of duty compels him to do otherwise. Be slow, therefore, to impute bad marks to injustice, or ill nature. No man of course is infallible, and teachers make mistakes as well as other people. But the temptations to do intentional wrong are, in this case, all the other way.

4. Closely connected with the habit just mentioned is

the disposition to neglect particular branches of study. From disliking a teacher, the transition is easy to a dislike for his department. Others again, without any personal feeling in the case, think that they have a natural fitness for one class of studies, and an equally natural *unfitness* for another class. So they content themselves with proficiency in that in which they already excel, and neglect that in which they are deficient, and which therefore they find difficult. Is this wise? The branches which you find difficult, are precisely those in which you need an instructor. Besides, the object of education is to develop equally and harmoniously all your faculties. If the memory, the reasoning faculty, the imagination, or any one power of the mind, is active far beyond the other powers, that surely is no reason for giving additional stimulus and growth in that direction. On the contrary, bend your main energies towards bringing forward your other faculties to an equal development. If you have a natural or acquired preference for mathematics, and a dislike for languages, the former study will take care of itself: bend all your energies to the latter. So, if languages are your choice, and mathematical study your aversion, take hold of the odious task with steady and sturdy endeavour, and you will soon convert it into a pleasure. The same is true of grammar, of geography, of history, of composition, of rhetoric, of mental and moral science, of elocution,—of every branch. If you are wise, you will give your chief attention in school to those branches for which you feel the least inclination,



and in which you find it most difficult to excel. You should do so, because, in the first place, this failure and disinclination, in nine cases out of ten, grow out of defective training heretofore, and not from any defect in your mental constitution; and, secondly, where your natural constitution may be, as in some cases it is, one-sided and exceptional, your aim should be to correct and cure, not to aggravate, the defects of nature. This advice, you will observe, relates to your course in school, not to your choice of a profession in life. When your career in school is finished, and you are about to select a profession, follow by all means the bent of your genius. Do that for which you have the greatest natural or acquired aptitude. But here, the case is different. Your aim in school is to develop your powers,—to grow into accomplished and capable men and women,—to acquire complete command of all the mental resources God has given you.

5. There is a practice, common to school life everywhere, known by the not very dignified name of *cheating*. There is, I fear, among young people generally, while at school, an erroneous and mischievous state of opinion on this subject. Deception in regard to your lessons is not viewed, as it should be, in the light of a serious moral delinquency. An ingenuous youth, who would scorn to steal, and scorn to lie anywhere else than at school, makes no scruple to deceive a teacher. Is honesty a thing of place and time? I do not say, I would not trust at my money drawer the boy who has been cheating at his lessons, because a boy may have been led into the latter de-

linquency by a false notion of right, which as yet has not affected his integrity in matters of business. But this I do say. Cheating at school blunts the moral sense; it impairs the sense of personal honor; it breaks down the outworks of integrity; it leads by direct and easy steps to that grosser cheating which ends in the penitentiary.

On this subject, I once had a most painful experience. A boy left school with as fair a character for honesty as many others against whom nothing can be said except that they do sometimes practice deceit in regard to their lessons. I really believed him to be an honest boy, and recommended him as such. By means of the recommendation, he obtained in a large store a responsible post connected with the receipt and payment of money. His employer was pleased with his abilities, and disposed to give him rapid promotion. After a few months, I inquired after him, and found that he had been detected in forcing his balances! I do verily believe, the dishonest purpose, which led to this pecuniary fraud, grew directly out of a facility at deception acquired at school. He had cheated his teacher; he had cheated his father; he had obtained a fictitious average; he had gained a standing and credit in school not justly his due; why should he not exercise the same ingenuity in improving his pecuniary resources?

Independently of the moral effect of these deceptive practices upon your own character, is there not in the acts themselves an inherent meanness and baseness, from which a pure minded youth would instinctively recoil?

Is there not something false and rotten, in the prevailing sentiment on this subject among young persons at school? When by some convenient fiction you reach a higher standard than your merits entitle you to, is it not so far forth at the expense of some more conscientious competitor? And, after all, when you deceive a teacher into the belief that you are studying when you are not, that you know a thing when you do not know it, that you wrote a composition, or executed a drawing, which was done by some one else,—whom do you cheat but yourself? You may deceive the teacher, but the loss is *yours*.

6. If there could be such a thing as an innocent crime, I would say it was that of *talking in school*. There can hardly be named a more signal instance of an act so perfectly innocent in itself, becoming so seriously blameworthy purely and solely by circumstances. I believe I express the common opinion of all who have had any experience in the matter, when I say that three fourths of all the intentional disorder, and at least nine tenths of all the actual interruptions to study, grow out of the practice of unlicensed talking. And yet this is the very last thing which young persons will admit into their serious, practical convictions as being an evil and a wrong. They may admit that they get bad marks by it; that it brings them into trouble; but that it is really an evil, meriting the strictures with which the teacher visits it, is more than they believe. What deceives them is this. They call to mind the events of a particular hour. There was during that hour, according to their recollection, a general atten-

tion to study, and no special disorder ; perhaps some three or four of the pupils noted for talking. This talking, too, may have been about the lesson, or at all events was not such as to distract very perceptibly the current of instruction. Hence the inference that a moderate amount of talking, such as that was, is perfectly consistent with decorum and progress.

So it is. But what is to secure this moderate amount ? What right have you to talk that is not enjoyed by your neighbor ? If one may talk, so may all ; if one does it, unchecked, so *will* all, as you very well know. How is the teacher to know whether you are talking about the lesson, or about the last cricket match ?

This is a perfectly plain question, and I press you to an answer. There is no practical medium between unlimited license to talk—against which you would yourselves be the first to protest,—and an entire prohibition. I put it to your consciences, whether you do not believe, were this rule strictly and in good faith observed, that the interests of the school, and your own interest, comfort, and honor, would be greatly promoted ? Is the inconvenience which this rule imposes so great, or your habit of self-indulgence so strong, that you cannot, or will not, forego a slight temporary gratification for so substantial and lasting a benefit ?

7. You will avoid much of the difficulty of observing this rule, if you give heed to the one remaining counsel which I have now to give, and that is, that you economize carefully your time in school. On this point some

excellent and conscientious pupils occasionally err. They are very faithful in home preparation ; very attentive at lectures ; very industrious in discharging any set duty. But they have not yet learned the true secret of all economy, whether of time, money, or any other good,—namely, the knowing how to use well the odds and ends. Take care of the pence, was Franklin's motto. If you once have the secret of occupying usefully, in studious preparation, or in wise repetition, all those little intervals of interrupted instruction, which necessarily occur throughout the day, you will in the first place almost insure for yourselves an entire freedom from demerit marks of every kind ; you will secondly add materially to your intellectual progress ; and, lastly, you will acquire a habit of the utmost value in every station and walk in life ; and, depend upon it, the habits you acquire at school, are of all your acquisitions by far the most important.

But I have already occupied with these desultory remarks a much larger portion of time than I intended. I will only then, in conclusion, tender you my best wishes for your success in the new career now before you. That success depends, in no small degree, upon the feeling and spirit with which you this day begin. Only summon up your mind to a serious and determined resolution at the outset ; aim high ; do not flinch at self-denial ; rise above the unworthy suspicion that this or that teacher is unfair to you ; resist the disposition to shirk those studies that you find disagreeable or difficult ; keep clear of every kind and degree of trickery ; come straight up to a full

and strict compliance with every rule ; lay your plans to occupy usefully each golden moment of leisure ; and your success will be as certain as is the wish for it, which I once more, most respectfully and affectionately, tender you.

## BISHOP ODENHEIMER'S ADDRESS.

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LADIES AND GENTLEMEN :—It is with unaffected satisfaction that I respond to the call of the honorable Board of Trustees of the Normal School of the State of New Jersey, to address you on this auspicious occasion. Whether I consider the distinguished character of the gentleman who is this day inducted into office as Principal of the Model department of the Normal School, and with whom I have had the honor of a personal acquaintance for several years; or whether I consider his election, as I have a right to do, as the manifestation of increased interest in the most important subject of the *education of teachers for the work of teaching*, I am satisfied that this occasion is auspicious for the best interests of education in general, as well as in its relations to the citizens of the ancient Commonwealth of New Jersey. Although I am not “native here,” yet have I been called, in the providence of God, to make this noble State my home; and, therefore, for this cause, as well as from the promptings of my personal convictions of her splendid resources and capabilities, there is nothing, material, intellectual, or spiritual, bearing upon her prosperity, which does not concern me, and claim from me most cordial and practical interest.

In one regard, perhaps, one not by birth a Jerseyman, may be considered a fair witness to the character and

prospects of this Commonwealth. Impartiality in judging, and honesty in expressing the result of judgment, may possibly be associated with him, whose loyalty to the grand old State of his birth,—the key-stone of the Union,—may it prove to be the key-stone of the royal arch!—is proclaimed in the same sentence, which declares the greatness and the power of his adopted State. By a good-natured sort of humor, which is often the cloak of actual ignorance, the State of New Jersey is underrated by many persons in other States. I do not mean that they overlook her public energy and civil prosperity; for the most stupid or the most ignorant cannot but acknowledge the promptness with which all public claims, National and State, are answered; and cannot but reverence the high moral integrity which characterizes the public administration in every department of the Commonwealth, judicial, executive, and legislative. But there is an ignorance on the part of some, otherwise well-informed people, of the physical beauty, material resources, and agricultural fertility of this State, and of the personal wealth, social refinement, and intellectual culture of the citizens. It is not that New Jersey is unduly condemned by many citizens of other States, but from their want of knowledge they do not duly commend her. For example, not to allude to other facts, let me just ask, how many persons know that cultivated land is higher on an average per acre in this State than in any other State in the Union? How many of our neighboring farmers will believe that out of the sands of West Jersey more money can be real-



ized by culture, than out of any equal quantity of land in any other State? How may tourists, who have crossed the ocean in search of the beautiful in scenery, have the slightest idea of the exquisite hill scenery of East Jersey; or of the magnificent contrast of ocean and inland view from the Highlands of Nevisink? How many will believe that from the fair brow of the Orange Mountain range, your eye and imagination can take in a combination of sky, and earth, and water, which, out of Switzerland, will, in my opinion, challenge competition with the most lauded landscapes in the old or the new world? Do all the men and women of taste and social culture in the great cities of the neighboring States know or believe, that for wealth, situation, architectural beauty, social elegance, and for all that gives to home the perfection of refinement and comfort, they have not surpassed, even if they have equalled, many of the mansions of the Jerseys? Do all well informed people adequately appreciate the truth and character of the educational institutions which adorn and bless this State? I do not allude to institutions whose fame is world-wide, such as Princeton, as honorable in wisdom as in years, and Rutgers, with its accomplished and learned faculty, but to the younger collegiate and academical institutions, together with private schools throughout the State, filled with earnest and successful teachers. And once more, do all appreciate the purity and fervour of the zeal with which the friends of public schools, led on by the energetic and scholarly President of the Board of Trustees, have devel-

oped this class of institutions throughout New Jersey, and the munificence of her citizens? One of these citizens, Mr. PAUL FARNUM, of Beverly, has given a *preparatory* training school for teachers, with all the appliances of furniture, building, and an endowment; whilst the liberality of the people at large, through the Governor, and Legislature, has established a *Normal* School in the metropolis of the State, exclusively devoted to the instruction of *teachers* in the science of education, with all its appointments, material and academical, of the highest order; and has gone still further, and provided for the perfection of the plan for teaching teachers, by establishing a *Model* School, wherein the philosophical instructions of the Normal School are developed into practice, and the science of education deepens and heightens into the *art* of teaching?

It is the inauguration, as Principal of this Model School, of a gentleman whose name is honored in the republic of letters, by the productions of his pen, as well as by his successful efforts in the work of educational training, which has formed the occasion of our present assembling together; and I shall take advantage of this occasion to offer a very few words on the absolute necessity to educational institutions, of all grades, public or private, academical or collegiate, of educated teachers,—those who have been trained, scientifically and practically, for the work of teaching. My friends, I regard it as an axiom in academical science, that a good teacher is a great blessing to the individual instructed, and to the commu-

nity at large. I shall not be considered by rational and thoughtful people, as speaking in exaggerated terms of the profession of teacher, if I derive its authority and its glory from the Great Teacher—our adorable Lord and Saviour. The education of a being made in God's image and likeness, involves, in all its departments, physical, intellectual, and spiritual, the greatest responsibilities, and it requires, in my opinion, the blessing of God if it is to be well done. A good teacher ought to be a good as well as an apt and educated person. When one looks round and sees how many there are who combine the requisite elements of a good teacher,—how successfully they are now developing the powers and faculties of those entrusted to their care, we have great cause for gratitude to the Giver of every good and perfect gift; and yet, with this admission, I take leave to say that, in the sacred as well as the secular department of instruction, in matters spiritual, as well as intellectual, the want of this age and country is good teachers. We have more orators, more learned men, more men of cultivated minds in sacred and profane literature, in patriotic, classical, and scientific lore, more men and women who are able to compete for the palm in the honorable struggle for literary fame, than we have good teachers.

But, restricting the application of the proposition to academical matters, with which this occasion is chiefly concerned, I venture to appeal, in proof of this assertion, to the experience and observation of every one whom I address,—of every true friend to education. It is no dis-

paragement to some of the learned and excellent men and women who are doing a glorious work for education, by devoting themselves to teaching the young, that they are not as good teachers as they are accomplished scholars ; that their ability to communicate knowledge is not equal to the amount of knowledge actually possessed by them ; or that their success in developing the powers and capacities of their pupils, in moulding and directing their characters, and in exhibiting patience, self-control, and hopefulness, is not equal to their wishes and earnest efforts. I am surprised that amid the comparative neglect of institutions for the express and exclusive purpose of educating teachers, this country is so largely supplied with so many who are manifestly succeeding in their great work. I am still more surprised that so many, whilst not perfectly successful, do as well as they do in this most responsible and difficult department of practical duty. And it is to the credit of the many, who, fired with a conscientious desire to benefit the young, have, in the absence of institutions for the training of teachers, gone forth and out of their own acquirements communicated, each in his own way, the knowledge which exists among the young of this generation. Nevertheless, it is a point which cannot be too earnestly insisted on, that the ability to teach is not the natural outgrowth of talent, or profound acquirements. It is originally, I believe, a gift of God, but eminently a gift to be developed and disciplined into effective shape. I would not like to quote the classical declaration concerning a poet,—“*Nascitur non*

fit,"—as true of a teacher, nevertheless I think it about as true of the one as of the other. I maintain, indeed, that there is an original aptitude or gift, which is the basis of a poet's and of a teacher's ability, but I also maintain, what biography demonstrates, that neither a poet, nor a teacher, of the highest ability, ever instructed or blessed the race without culture, discipline, and study.

We may err here, as in some other matters, by extreme views. To believe that a good teacher can be made without laborious education, directed to that specific end, is as serious an error as to think that training and education will of themselves make a good teacher, without a natural ability to communicate knowledge, and a love of the profession. But when the gift and the training are united, when a sort of inward call to this responsible work is coupled with an outward educational discipline and academical commission, then you will have a specimen of a thoroughly good teacher, one who is as much in love with his work as his work seems to be in love with him; who wins the hearts of those whose minds he informs; and who develops the character and strengthens the powers of his pupils, and fills them with ideas, whilst seemingly busied with books, or only hearing recitations, or dealing in words. Oh, what a blessing to pupils and to the whole community is a thoroughly good teacher! What compensation is too liberal to secure him? What return, short of the gratitude of his pupils and of the whole community, is ample enough to reward him?

If my observation is not utterly at fault, I should say

that some of the best teaching is done in the homes of the children, by their parents and elder brothers and sisters, who are called on by some impatient, disheartened, or wrathful urchin, to help him master a lesson, the number of lines or pages embracing which, have been assigned by his teacher, without giving him one idea or principle for grappling with his difficulties. I have not said, and I do not intend to say, that it is ignorance which is the precise difficulty in the way of having good teachers. It matters not much whether a man has been blinded by too much light, or too little, whether he has lost the power of vision by looking at the sun, or by being locked up in a dungeon ; if he be blind, he must not lead the blind, lest, according to the highest authority, “ both fall into the ditch.”

A good teacher is one who has not only brains, but brains available for helping the brains of others ; who has not only something to say, but knows how to say it at the right time ; who has not only knowledge but wisdom also ; who is not only a teacher in school but out of school,—a teacher by an indomitable instinct, which makes him ingenious to get into and develop the powers of his pupils ; a teacher all over,—in body, by self-control and dignity ; in soul, by his culture and his ingenuity ; in spirit, by prayer for a blessing, and steadfast reliance on the source of all light and blessing. A good teacher is one who is bound fast to his educational as well as to his religious duties, by that golden three-fold cord which is not easily broken,—Faith, Hope and Charity.

Having *faith* in God's blessing on his work ; having *hope* in the ultimate success of his work ; and, above all, having *charity* for pupils, parents, and the public, by each and all of whom a teacher's patience is sorely tried, and a teacher's heart sometimes well nigh broken.

As a conclusion to these observations, I would say, that institutions for the training of teachers are essential to the interests of American education of all grades. Institutions erected and sustained for the one avowed purpose of educating the educators of the young ; for giving not only the philosophy but the practice of the best modes of teaching ; for combining in the future teachers' personal experience the science and the art of teaching. And not the least benefit of such institutions, amply endowed or sustained, and furnished with the best appliances for carrying out their purposes, will be the discrimination, after fair trial, between those who can, and those who can never, hope to be successful teachers. It is not necessary that all should be mechanics, lawyers, doctors, or divines. But it is absolutely necessary that there should be some authority which can tell a man for which department of active life his powers seem to fit him ; and thus prevent his losing his own time and the time of his neighbors, by keeping him from the misapplication of his energies. If any one think that a man's own common sense ought to be sufficient for this purpose, and that each one ought to know himself sufficiently to avoid the profession or department of work for which he is unfitted, I have no other reply, here and now to make than this, that the old

heathen peoples thought that the problem, "know thyself," was most difficult, and worthy to be inscribed on their altars; and that the ethical point of Æsop's fable of the crow, who mistook his powers, and fell to singing, instead of eating his cheese, may possibly instruct as well as amuse us and our fellows of the present generation. Does every young gentleman whose house adjoins your own and who insists on your listening patiently to his wonderful powers on the flute or the trumpet, know himself? Does every young lady who yields to the importunities of friends, and emulates Thalberg or Jenny Lind, know herself? Does every civilian who criticizes without the slightest reserve the most carefully digested plans, military and legislative, of the appointed authorities of the nation, and who thinks himself competent to settle all our troubles by his own superior sagacity, know *himself*? Perhaps in every case the exercise of common sense, if such could always be exercised as to one's own capabilities and duties, would enjoin silence. No, there must be some external authority to help the weakness of our common nature, especially in the matter of teaching, and to test the powers of all, so as to direct to other spheres of labor those who are not by nature adapted to this profession, and who may give to those who already possess the elements of a teacher, that discipline which makes them real blessings to the home, the academy, and the commonwealth.

Such, if I understand the case rightly, is the fundamental design of the Normal School of the State of New



Jersey, in its two departments, the Normal School proper for the science, and the Model School for the art, of education. The former department has been, and is now, presided over by a scholar and an educator, whose able reports on education, as well as his eminent success in the actual working of the Normal School, have won for him, both within and without this State, respect and gratitude. The latter department, the Model School, receives this day to its headship, a gentleman who, in addition to his general reputation as an educator and a writer, has been known to me personally as the accomplished and successful head of the High School in Philadelphia. The election and liberal support of such a gentleman is another illustration of the wisdom of the Governor, Legislature, and Board of Trustees, and of their determination that in whatever they do in the matter of education, they desire to secure the best for the interests of the people and the State.

In the substantial character of the buildings, their appliances, and above all, in the high character of those who are selected as heads of the schools, the Trustees show plainly that they expend the funds entrusted to them with that wise liberality which is, in the end, the truest economy. Poor school buildings, poor apparatus, poor teachers, and poor pay, are, in my judgment, a waste of the people's money,—a waste now, and a waste forever. But good buildings, good apparatus, good teachers, and good pay, will be found, in the end, a great saving of the people's money. The actual outlay now will

not be grudged, and it will be rewarded a hundred fold in a generation of loyal, law-abiding, upright, educated citizens. Under the impulses of a generous and genial spirit, upholding and sustaining the energetic labors of the newly-elected head of the Model School, we may look for the most satisfactory results. It is but fair to bespeak from all a generous support for one who is to be, within his sphere, a teacher of teachers. How unspeakably important the work ! How full of the gravest responsibilities ! How intimately connected with the educational interests of this State ! How worthy of the support of all who desire to see good teachers multiply among us—those who have been duly trained to work, and who in an academical as well as a christian sense, are “apt to teach !”

I risk nothing in saying that the distinguished gentleman who has this day been inaugurated, will find his efforts for the educational interests of New Jersey attended, and rewarded, by the hearty God-speed of the citizens of the commonwealth.

# New Jersey State Normal School.

## MODEL DEPARTMENT.

JOHN S. HART, LL. D., PRINCIPAL.

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The objects of the MODEL SCHOOL are—

1. To maintain a school which shall be in all respects a MODEL, both by the thoroughness of its instruction, and the excellence of its methods, and whose course of studies shall be suited to the ordinary wants of the community.

2. To afford to the pupils of the Normal School enlarged opportunities for observation and practice in all the grades of instruction, from the Primary to the High School.

To secure these ends, the Trustees have provided buildings universally admitted to be most complete in all their arrangements and appointments of every kind, for the purposes of instruction, and they have obtained experienced educational talent of the highest order that the country affords.

### STUDIES.

Special pains are taken to have the pupils first thoroughly grounded in the common English branches, such as Reading, Spelling, Writing, Arithmetic, Geography, and Grammar. The other studies embraced in the course are the following:—Drawing, Book-keeping, Vocal Music, Elocution, Composition, Rhetoric, English Literature, Physical Geography, History (Ancient and Modern), Physiology, Algebra, Geometry, Trigonometry, Surveying, Isometrical Drawing and Mapping, Analytical Geometry, Calculus, Natural Philosophy, Chemistry, French, German, Latin, and Greek. Pupils who are fitting for College omit some of the higher mathematical studies, and give additional time to the Latin and Greek.

### THE MILITARY DEPARTMENT.

In two of the rooms, the pupils constitute a Military Department, under the special direction of a Professor of Military Tactics. The pupils in this department, besides being uniformed and under a military organization in all the duties of the class room, receive regular instruction in military tactics, and a drill three times every week.

## SCHOOL YEAR.

The School year includes 44 weeks of instruction, divided into two terms of 22 weeks each. The first session began on Monday, August 25th, and will continue until the close of January, 23 weeks, of which the week from Christmas to New Years will be vacation. The second session will begin on Monday, Feb. 2d, and will continue for 22 weeks, namely, until July 3d. The summer vacation will last 7 weeks.

## SCHOOL HOURS.

There are two sessions a day, the morning session beginning at  $\frac{1}{4}$  before 9 and closing at  $\frac{1}{4}$  after 12; the afternoon session beginning at 2 and closing at 4. The Drill, in the Military Department, is from 4 to 5, P. M.

## CHARGES.

To day scholars, the rates for Tuition, Stationery, and the use of text books in the English branches, are, according to grade, \$11, \$13, \$16, \$21, and \$31 a session, payable invariably in advance.

## BOARDERS.

Two of the Professors, Dr. Webb and Prof. Pierce, are prepared to receive boys into their families as boarders. The arrangements for boarders are very complete, and have given the greatest satisfaction to those parents from abroad who have sent their sons here to be educated. The charge to ordinary pupils is \$275 a year (of 44 weeks.) To pupils taking the higher branches the charge is \$300 a year. This charge is in full for Board, Washing, Tuition, Stationery, and the use of text books in the English branches. *There are no extra charges.*

## CORRESPONDENCE.

All letters relating to the Model School, should be addressed to the Principal, Prof. JOHN S. HART, Trenton, N. J.

The Trustees feel great confidence in recommending this School to their fellow citizens. The Principal is a gentleman of national reputation, with special and tried skill in the precise line of duties here assigned to him. The Professors and Assistants, in the several departments, are persons who have been regularly trained to the business of teaching as a profession, and who have already been approved therein by a large and successful experience. The Trustees confidently believe that the School, under its present complete and efficient organization, offers advantages such as are seldom to be found, and at a cost far below the usual rates.

By order of the Board,

R. S. FIELD, President.

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